

## **Chapter III**

### **Research Method**

In this stage the writer will elaborate about the method given, including research design, research method, technique of collecting data, technique analyzing data, also population and sample.

#### **3.1 Research Design**

The research is about the implementation of contextual teaching and learning method in writing analytical exposition text class. This research design is qualitative research because the writer will describe the procedures of learning by using 'CTL' method and also analyze the result of students' writing skill in analytical exposition text and the result of students' opinions. The definition of qualitative method will be described by the expert. According to Creswell (2012) claimed that:

Qualitative research as any kind of research that has no means of statistical procedures or other means of quantification. Based on, Creswell (2007) stated that in qualitative study "the researcher builds a complex, holistic picture, analyses words, report detailed views of informants, and conducts the study in natural setting." In the other hand, he added that one of the strengths of the qualitative approach is the natural setting where a researcher gathers the data at the field of participants' experience to the issue under study.

By using qualitative method the writer will elaborate the procedures of learning by 'CTL' method in detail. The writer did this research by following several steps.

The steps are as follow:

### **1. Planning**

In this stage, the writer has some plans to conduct the research. First, he already pick the method named CTL (Contextual Teaching and Learning) to apply within analytical exposition lesson in the class. Second, he prepared the material and teaching equipments to determind the success of teaching-learning process. Third, he created the lesson planning based on current syllabus which used at SMA Pasundan 2 Bandung. Lesson plan will guide the writer how to teach the students systematically, therefore the teaching-learning process will be running as planned.

### **2. Implementing**

In this research the writer taught the students by following the lesson plan that he had made. At the beginning the writer told the students what they would learn about and the aim of this writing activity. After that, he also let the students knew about the method that he would apply within learning analytical exposition text. The next, students should be in pairs during writing activity. It would make them easier to figure out the issue of writing analytical exposition text.

The last, the writer gave the conclusion to the students based on the subject matter. The students learnt systematically by following the the procedures of learning by using ‘CTL’ method. Here are the learning procedures based on ‘CTL method:

**a. Learning Process:**

- 1) Prewriting**
- 2) Drafting**
- 3) Peer review**
- 4) Reflection**
- 5) Editing and proofreading**

**b. Transfer Knowledge**

**c. Learning Environment**

Beside that to make the class activities more effective the writer also used the strategies of teaching based on this method to maximize its advantages. Here are the strategies of ‘CTL’ method:

- a. Relating**
- b. Experiencing**
- c. Applying**
- d. Cooperating**
- e. Transferring**

Observation is also purposed to know the teaching equipments that are used and needed in learning analytical exposition text by using contextual teaching and learning method.

According to Said and Sutaji (2016) explained that the learning tools are one of the preparation manifestation made by the teacher before they perform the teaching and learning process in the classroom, such as syllabi, lesson plans, learning modules, LKS-student work sheets, instructional media, and assessment instruments. Meanwhile, the questionnaire is conducted in order to know the students' opinions toward the teaching method and text.

### **3. Reporting**

This stage is about reporting the result of the research which had conducted on April, 15<sup>th</sup> 2019 and April, 22<sup>th</sup> 2019. This research has done to implement contextual teaching and learning method in writing analytical exposition text class. Therefore, the writer will arrange the research paper based on:

1. The procedures of learning based on 'CTL' method in writing analytical exposition text class.
2. The results of using 'CTL' method in learning writing analytical exposition text.
3. The students' opinions relate to the topic by using contextual teaching and learning method.

The Three of them will be proven in finding data analysis.

## **3.2 Research Method**

This research used qualitative method. The writer selects qualitative method to describe the learning procedures, the result of students' writing in writing analytical exposition text and the result of students' opinions in detail. Qualitative method is suitable to apply within this research because it could be describing each data that founded by the writer.

## **3.3 The Procedure of Obtaining the Data**

This stage represents how the writer collects the whole data. In this research, the data is analyzed by using qualitative method. There are several techniques to collect the data such as; observation, note taking, test and questionnaire. In describing the learning procedures included the condition, situation and responses of the class activities, the writer conducted the observation during teaching-learning process in writing class then he also noted what happened in the class at that time. Moreover, In describing the result of students' skill in writing analytical exposition text the writer applied writing test and to know the students' responses of 'CTL' method and text the writer gave questionnaires to the students.

### **3.3.1 Instrument for Data Collection**

There are four instruments of data collecting applied in this research, there are observation, questionnaire, note taking and test in order to support the data of teaching-learning process. The following terms are the explanation of each technique:

**a. Observation**

The observation is conducted to observe the correspondence between the teaching-learning process and class activities. The observation will concern on the class activities based on the lesson plan had made by the writer. The observation is essential due to the observation the writer will know what students need during teaching-learning process. Also, to observe the activities of students' groups or individual while the writer applied 'CTL' method in writing analytical exposition text and to check the function of teaching equipments as supporting media. The table below shows each point of teaching-learning process in writing analytical exposition text class which used and made by the writer to check each step of teaching-learning process.

Table 3.1 Teaching-Learning Process

<b>NO.</b>	<b>ACTIVITIES</b>	<b>Checks</b>
<b>I.</b>	<b>Pre-Learning</b>	
1.	Preparing the students to learn.	
2.	Conducting apperception activities.	
<b>II.</b>	<b>Main Learning Activities</b>	
<b>A.</b>	<b>Study Materials Mastery</b>	
3.	Introducing the material that will be learned	
4.	Associating material with other relevant knowledge.	
5.	Delivering the material as clear, in accordance to the learning hierarchy and characteristics of students.	
6.	Linking the material to the reality of life.	

<b>B.</b>	<b>Approach / Learning strategies</b>	
7.	Teaching the students to make a guid line of writing by following writing process.	
8.	Following learning procedures of ‘CTL’ method.	
9.	Designing class activities.	
10.	Discussing students’ ideas in the class.	
11.	Letting the students to ask the teacher over the material	
12.	Conducting the learning due to time allocation that is planned.	
<b>C.</b>	<b>The use of Learning Resources / Learning Media</b>	
13.	Using media effectively and efficiently.	
14.	Producing the interesting messages.	
15.	Involving students in media used.	
16.	Growing active participation of students in learning.	
<b>D.</b>	<b>Learning that Triggers and Maintains Student involvement</b>	
17.	Demonstrating an open attitude towards student responses.	
18.	Growing students' joy and enthusiasm in learning.	
<b>E.</b>	<b>Assessment of Process and Result of Learning</b>	
19.	Monitoring the learning progress during the teaching-learning process.	
20.	Conducting the final assessment in accordance to the competencies (writing skill).	
<b>F.</b>	<b>Language Usage</b>	
21.	Using spoken and written English form as clear, well and correct.	
22.	Delivering the message in the appropriate style.	
<b>III.</b>	<b>Closing</b>	
23.	Conducting the reflection or make a summary by involving students.	
24.	Implementing the follow-up by giving direction, or activities or tasks as part of remedies / enrichments.	
<b>Total score</b>		24

The maximum score from the table above is 24 points. There are 3 main sections: Pre-learning, Main activity, and Closing. There are 2 points from pre-learning, 20 points from main activity, those are spreaded out into six sub titles, such as: study materials mastery, approach/learning strategies, the use of learning resources/learning media, learning that triggers and maintains student involvement, assessment of process and result of learning, language usage. and 2 points from closing.

**b. Test: Pre-Test & Post-Test**

The writer gave writing exercises two times for the students with the same theme and same genre of text. The theme of the text is students' addiction of using social media (Instagram). The type of text is exposition text: analytical exposition text. The students in pairs need to arrange the text by following its general structures and feature tenses. Pre-test is a test which taken by the students before getting treatment from the teacher. While the post-test is a test which taken by the students after they got treatment from the writer by using contextual teaching and learning method in writing analytical exposition text.



The writer instructed to the students to make an essay by following analytical exposition text's generic structures. Here is the form of analytical exposition text that students supposed to follow.

Theme: Students' addiction of using social media (Instagram)
<b>Title</b>
<b>Thesis:</b>
<b>Argumentations:</b>
<b>Reiteration:</b>

To know the students' essay see the appendix V.

**c. Questionnaires**

The writer has two categories of the questionnaire; 1). Students' point of view toward the method given during the writing analytical exposition class. 2). Students' opinions related to analytical exposition text which they have had learned in the class. Basically, the questionnaires use likert's scale to analyze the students' opinions. Cited on Edmondson and McLeod in Joshi and Kale (2015) elaborated that Likert scale was devised in order to measure 'attitude' in a scientifically accepted and validated manner in 1933.

In the other words, Joshi and Kale (2015) added that the original likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statements (items) on a metric scale. It could be concluded that likert scale is technique to measure the statements, certain situation and attitude then the data is transformed into numerical. Based on this likert scale this research has some particular points such as:

- SS (Strongly Agree) is given score 4.
- S (Agree) is given score 3.
- TS (Disagree) is given score 2.
- STS (Strongly Disagree) is given score 1.

The following tables are the questionnaires which writer had made for this research.

Table 3.2 The students' opinions toward 'CTL' method (Q 1)

No.	Instruments	Rating			
		1	2	3	4
1	CTL method is effective enough to motivate students' skill in writing exposition text.				
2	The class activity of writing is enough to make students get new ideas of writing exposition text.				
3	The matter given is relevant with the aim of learning to motivate students for writing exposition text.				
4	Group writing can make the students more creative in writing exposition text.				
5	Using CTL method makes students easier to understand the matter.				
6	Learning analytical exposition text by using CTL method makes students don't understand.				
7	The improvement of students' writing skill is increasing by using CTL method.				
8	The aim of learning proses is achieved by using CTL method.				
9	Using CTL method can motivate the students to write another genre of texts.				
10	Using CTL method is suitable to apply in learning writing.				

Table 3.3 Students' opinions toward analytical exposition text class (Q 2)

No	Instruments	Rating			
		1	2	3	4
1	Analytical exposition text makes students cooperative in thinking.				
2	Analytical exposition text is difficult to learn.				
3	The text structure of the analytical exposition is difficult to understand.				
4	The feature tenses used are easy to use.				
5	Analytical exposition text is the right medium for writing and developing students' minds.				
6	Analytical exposition text is a genre of text that is less attractive to students.				
7	Analytical exposition text makes students develop ideas for writing.				
8	Analytical exposition text trains students to be adept at making argumentative sentences.				
9	Analytical exposition text students make students easy to find out the positives and negatives of a particular phenomenon to write.				
10	Text analytical exposition motivates students to write various genres of text.				

#### **d. Note Taking**

Note taking is used by the writer for marking the signs during the observation was doing. Also, it will help the writer to notice which students who not present in the class. Not only for checking attendance, but also it will make the observation and research easier. Because of the note taking, the writer will instanly notice what students ask for, how the students are doing, and how the method is working.

### **3.4 Technique of Analyzing Data**

#### **3.4.1 Analyzing the procedures of learning based on 'CTL' method in writing analytical exposition text class**

To analyze the learning procesdures based on 'CTL' method in writing analytical exposition text, the writer will describe the activities started from learning procedures, strategies of teaching by using 'CTL' method and teaching equipments used in class to trigger the students more active to write. The observation and note taking will either help how the whole components either learning procedures or strategies of teaching or teaching equipments were going in the class activities.

### 3.4.2 Analyzing the results of using ‘CTL’ method in learning writing analytical exposition text

The writer has made the table for categorizing the points of writing analytical exposition text of the students. Based on this table the writer will be scoring the points of the students’ written form. There are several points that will be scored by the writer; thesis, argumentation, reiteration, social context, and use of evidence.

Table 3.4 Students’ score in writing analytical exposition text

Students	Thesis		Argumentation		Reiteration		Social Context		Use of Evidence		x Average score	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Group 1												
Group 2												
Group 3												
<b>Total</b>		$\Sigma$ Pre-Test				$\Sigma$ Post-Test						
<b>Score Average</b>												
<b>Mean</b>		<b>Pre-Test</b>				<b>Post-Test</b>						

The table above will distinguish the achievement of writing text. First, the writer will be scoring the students written form based on these categories. Second, the writer will count the average score according to the points of its categories. The third step, the writer will count the mean score. According to Sudijono in Meiranti (2012) elaborated that to get the mean of students’ writing score uses the formula:

$$M_x = \frac{\Sigma X}{N}$$

Description:

M<sub>x</sub>: Mean

X: Group Score

N: Number of Groups

After the mean points have found, the writer presents the data in the percentage form. Cited on Sudijono in Batubara (2017) to know the percentage of writing test the writer uses the formula below:

$$P = \frac{F}{N} \times 100\%$$

Description:

P: The class percentage

F: The number of groups which got score  $\geq 75$

N: Number of groups

The result of this counting will be the final score for the students. The score percentage of each test of writing (pre-test and post test). The aim of this percentage to find the students score which got score  $\geq 75$ . Technically, the writer instructs to the students for making groups consist of two. Therefore, this final score appropriate for the groups which can pass the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*  $\geq 75$  in learning English.

### 3.4.3 Analyzing the students' opinions relate to the topic by using contextual teaching and learning method.

During the class activity, the writer used questionnaires to get students' opinions. Their opinions refer to implement contextual teaching and learning and writing analytical exposition text. Therefore, Sudijono in Batubara (2017) made the formula to presentage the data. It also can use to analyze students' opinions, the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total frequency of students' responses

N = Number of cases

After each answer is calculated, the score is processed based on the criterion of interpretation score as follow:

Table 3.5 Students presentage scale of their opinions to the method and text

Percentage	Description
80-100%	Excellent
70-79%	Very good
60-69%	Good
50-59%	Average
40-49%	Accepted
35-39%	Satisfactory
0-34%	Failure

(Cited from wikipedia.org/wiki/Grading\_systems\_by\_country)



## **3.5 Population and Sample**

### **3.5.1 Population**

Margono (2004) claimed that population is all data which become the researcher's attention in a certain place and time. The population of this research is SMA Pasundan 2 Bandung students where the school is located at Cihampelas street, 167, Bandung. The writer took the second grade of MIPA 1 and 6 where the writer taught the students. The number of whole two classes are 57 students which consist of 27 students in XI MIPA 1 and 30 students in XI MIPA 6.

### **3.5.2 Sample**

Freankel & Wallen (1993) stated that sample is group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected. The writer decided to choose the class XI MIPA 6 as a sample of this research. XI MIPA 6 is the class that the writer had longer time to apply the method. He taught this class on Monday which is rare of day off. This class consists of 30 students. Thus, this research has 30 participants.